

EYFS and Year 1 Curriculum Overview 2021-22

Curriculum Overview

School: Werrington Primary School	Head Teacher: Mr Jon Phillpotts
Completed by EYFS Teacher: Tegan Small	Name/ Signature/ Date: Miss Tegan Small – 24.07.21
Shared with Curriculum Leaders: All teaching/leadership staff	Name/ Signature/ Date: Mrs Janice Buckthought – 26.07.21, Miss Kerri Andrew – 26.07.21, Mrs Nicola Hosking – 26.07.21, Mr Jon Phillpotts – 26.07.21
Monitored by Curriculum Leader: Jon Phillpotts (To ensure subject coverage and weighting).	Name/ Signature/ Date:
Curriculum Aims	
<p>Intent: Our mixed-age, EYFS and Year 1 Curriculum has been thoughtfully designed to reflect our school's vision statement of maintaining high expectations, aspiration and respect for all. We have created our curriculum with the intent to nurture lively, enquiring minds, to have a love of discovery, the bravery to make decisions and the confidence to take ownership of their learning. We feel this is best achieved through an approach which centres the child, whereby teaching and learning opportunities comprise of a purposeful balance between child-initiated and adult-led experiences in order to ensure that the provision and progression in place for all children is uniquely and developmentally appropriate for them.</p> <p>Implementation: We adopt a play-based, discovery-led approach, providing rich, effective continuous provision, which links succinctly to EYFS Framework and National Curriculum aims through an enabling environment, open-ended exploration, purposeful adult-led interactions and specific provision enhancements. This combination ensures children are able to learn, revisit, rehearse and then apply skills in a new way, promoting the best learning processes and outcomes. We believe it is important for children to become reflective learners, recognising and utilising their individual strengths, whilst also noticing their own areas for development and using these to set their own goals and targets. Our curriculum is further scaffolded by the school's outdoor environments whereby play can be explored in a contextually and on a larger scale. Provision reflects the interests of the children, alongside necessary skills and knowledge development, to enable children to thrive holistically.</p> <p>Impact: Adults are seen as co-explorers and facilitators in our environment, learning with the children and using these interactions to inform continuous, purposeful provision and assessment. Children are able to flourish holistically through frequent and purposeful interactions which inform formative assessment. This enables a rapid, early response to gaps in development and supports professional dialogue between facilitators to better inform subsequent provision, ensuring all children have the greatest chance of achieving the seventeen Early Learning Goals, as well as developing their cultural capital.</p>	

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes <i>(not necessarily based on interests, these to be added half-termly)</i>	Belonging/Me and my feelings Harvest/Halloween Past and Present	Friendships Christmas/Nativity Weather/Seasons	People who care for us Women in history Materials and STEM	Easter/new life Around the world Healthy foods (link to world/cultures)	The Great Fire Of London Collage Mini-beasts and wildlife	Seaside/local environment Judaism Our bodies and senses

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<p>Key Texts (all rec&Y1)</p> <p>Literacy unit text</p>	<p>'We're going on a Bear Hunt' - Michael Rosen</p> <p>'Firework Night' – Andrew Collett (poetry)</p> <p>'Owl Babies' by Martin Waddell and Patrick Benson</p> <p>'Belonging' - Jeanie Baker</p> <p>'Sometimes I feel Sunny' - Gillian Shields</p>	<p>'Grandad's Island' - Benji Davis</p> <p>'The Snail and The Whale' - Julia Donaldson</p> <p>'Dogger' - Shirley Hughes</p> <p>'Lost and Found' - Oliver Jeffers</p> <p>'Father Christmas needs a wee' - Nicholas Allan</p> <p>'Into the Forest' - Anthony Browne</p> <p>'Seasons' by Hannah Pang and Clover Robin</p>	<p>'Penguins' - Anne Schreiber</p> <p>Little Penguin learns to swim - Eilidh Rose</p> <p>'Great Women who changed the world' - Kate Pankhurst</p> <p>Ada Twist, Scientist - Andrea Beaty</p>	<p>'Jack and the Jellybean Stalk' - Rachael Mortimer and Liz Pichon</p> <p>'The Runaway Pea' - Kjartan Poskitt</p> <p>'I really want to eat a child' - Sylviane Donnio</p> <p>'Supertato' by Sue Hendra and Paul Linnet</p> <p>'Jack and the Beanstalk' - Traditional Tale</p> <p>'Oi Frog!' - Kes Gray and Jim Field</p>	<p>Where the Wild Things are - Maurice Sendak</p> <p>'The Very Lonely Firefly' - Eric Carle</p> <p>'Fireflies in the Night' - Judy Hawes</p> <p>'Doing the animal bop' – Jan Ormerod</p> <p>'The Queen's handbag/hat' - Steve Antony</p>	<p>If Sharks Disappeared - Lily Williams</p> <p>'The Night Pirates' - Peter Harris</p> <p>'Billy's Bucket' - Kes Gray</p> <p>'Flotsam' - David Wiesner</p>
<p>CLL</p> <ul style="list-style-type: none"> Listening, Attention and Understanding 	<ul style="list-style-type: none"> Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs. 					

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Speaking Spoken Language	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Listen to and talk about stories to build familiarity and understanding.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Engage in non-fiction books.
	Engage in story times.	Develop social phrases.	Connect one idea or action to another using a range of connectives.	Use talk to help work out problems and organise thinking and activities.	Describe events in some detail.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Listen and respond appropriately to adults	Engage in story times.	Engage in non-fiction books.	Explain how things work and why they might happen.	Use new vocabulary in different contexts.	Explain how things work and why they might happen.
	ask relevant questions to extend their understanding and knowledge	use relevant strategies to build their vocabulary	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	participate in discussions, presentations, performances, role play, improvisations and debates	consider and evaluate different viewpoints, attending to and building on the contributions of others
		articulate and justify answers, arguments and opinions	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	speak audibly and fluently with an increasing command of Standard English	gain, maintain and monitor the interest of the listener(s)	select and use appropriate registers for effective communication.
	Possible Enhancements:					
	iPads and QR codes: audiobooks Story-telling dice Story-telling cards Voice recorders	Sentence strips Various writing materials (rotated) Range of reading materials (rotated) Story Spoons/sacks		Role play resources Puzzles and games (rotated) Curiosity tray iPad stop frame apps	Museum artefacts Small world/Loose parts materials	

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NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
<p>PSSED</p> <ul style="list-style-type: none"> Building Relationships Managing Self Self-Regulation <p>PSHE</p>	<p>Self-Regulation:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. 					
	<p>Children's own family and family life.</p> <p>Looking at children's differences and preferences. Making friends with other children.</p> <p>Creating class charter and taking photos of friendly behaviour.</p> <p>We all have feelings</p>	<p>Exploring own emotions and how emotions can be shown by others.</p> <p>Empathising with characters from the story. How do they feel?</p> <p>Exploring ways to manage how we feel and ways to help others to feel better.</p> <p>Healthy friendships</p> <p>Emergencies and getting help</p>	<p>Consider how it feels if you don't succeed at first or achieve your goal?</p> <p>What happens if children are faced with challenges? How can we help those who are facing a challenge?</p> <p>Discuss relationships with their own family members and special people.</p> <p>People who care for us</p> <p>Our bodies and boundaries (NSPCC)</p>	<p>Co-operative role-play of Traditional Tales: deciding on roles, taking it in turns etc</p> <p>Recall and act favourite part of the story.</p> <p>Discuss what Jack did in the story – was it right or wrong?</p> <p>Talk about feelings of other characters.</p> <p>Our Health</p> <p>Healthy foods</p>	<p>Explore significant birthdays with the children. Remember presents and things they did on their birthday (linking to Queen's Platinum Jubilee).</p> <p>Right or wrong? Exploring good and bad feelings.</p> <p>Good and not so good feelings</p>	<p>What makes a healthy friendship?</p> <p>How can I look after my teeth properly?</p> <p>Do I know how to keep safe in the sun?</p> <p>Our class rules (for next year's children).</p> <p>Managing our time safely online.</p>

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	Rights and Responsibilities					
Physical Development <ul style="list-style-type: none"> Gross Motor Fine Motor PE Handwriting	Gross: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Fine: <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing 					
	Experiment with a wide range of tools, some familiar and some new. Encourage to mark-make in multiple ways, regularly. Dough Disco/Pen disco Form all digits and lower-case letters correctly, sitting correctly with effective pencil grip Master basic movements including running,	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Hand-eye coordination activities including paint-based Pencil control/pen disco Letter families Form all capital letters correctly	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Painting/mark-making Handwriting/pencil grip activities Develop balance, agility and co-ordination, and begin to apply these in a range of activities and participate in team games, developing simple	Obstacle courses Dance- music-making and accompanying movements Cutting control activities Handwriting fluency Perform dances using simple movement patterns.	Develop balance on gymnastic apparatus and when standing. Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is efficient. Perform balances and fundamental movements on and off of apparatus.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Begin cursive joins (some) Athletics- Sports and Olympics Day

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	jumping, throwing and catching		tactics for attacking and defending			
Literacy (Phonics-based) <ul style="list-style-type: none"> Word Reading Writing See Full RWI planning for Y1.	Read, Write Inc phonics following school phonics progression map					
	Word Reading: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 					
	Learn single letter sounds by saying the sounds for them. Begin to blend familiar/known sounds into simple words (e.g. CS and CVC), so that they can start decoding short words. Begin single letter formation.	Know all single letter sounds. Continue blending familiar/known sounds into simple words (e.g. CS and CVC), so that they can read short words. Begin to write some simple CVC words using 'Fred Fingers' (known sounds only).	Read all Set 1 single sounds and learn Set 1 digraphs (special friends) Read a few common exception words matched to the red words on ditty sheet/red ditty level Continue writing simple words, some including Set 1 special friends (digraphs).	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Begin recalling a given sentence and recording it (simple sentences with known red words and phonemes). Capital letter recognition.	Read simple sentences with increasing fluency (Fred Talk and Fred in your head for some more familiar words) Begin to learn Set 2 sounds/digraphs. Form all lower-case and capital letters correctly. Write simple sentences from memory (hold a sentence), including capital letters, finger spaces and a full stop.	Begin proof-reading, re-reading what they have written to check that it makes sense and 'fix' with purple pen.
Literacy	Comprehension:					

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<ul style="list-style-type: none"> Comprehension Vocabulary and Talk 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>C&L (Speaking):</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 					
	<p>Book Talk linked to key texts (anticipation)</p> <p>Story re-telling (own words and some new vocab)</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Book Talk linked to key texts (prediction and explanation)</p> <p>Story re-telling (own words and some new vocab)</p> <p>discussing the significance of the title and events</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>Book Talk linked to key texts (use new vocab/word-meaning emphasis)</p> <p>Story re-telling (new vocab focus, key events recall)</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Book Talk linked to key texts (debate/discussion stem sentences)</p> <p>Story re-telling (innovation/imagination)</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Book Talk linked to key texts (poetry focus)</p> <p>Story-telling</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>Book Talk linked to key texts (non-fiction focus/technical vocab)</p> <p>Story-telling</p> <p>explain clearly their understanding of what is read to them</p>
Possible Enhancements:						
	Un-finished story maps (illustrated)	Dressing up outfits (open-ended)	Photographs of own families at work	Rhyming songs and nursery rhymes	Fire-building/toasting marshmallows	Pirate letters (old, tea-staining resources)

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	<p>Story moment bags/sacks (masks, props, photos etc from story for role play)</p> <p>Sound scavenger hunt sheets (texture-related e.g. Velcro)</p> <p>Bear mask-making station</p> <p>Natural resources (mud, grass, water, sand)</p> <p>Footprint plaster casts.</p>	<p>Small-world figures (island themed)</p> <p>Teddies</p> <p>Friendship soup resources</p> <p>Friendship bracelet instructions</p> <p>Card-making (for a friend)</p> <p>Cardboard boxes/tubes (adventures e.g. ships)</p> <p>Small world animals and habitats (loose parts)</p> <p>Printing/collage materials</p>	<p>Job photos and video clips</p> <p>Portrait resources (mirrors etc)</p> <p>History books</p> <p>Museum artefacts</p> <p>Role play resources</p> <p>Science based enquiry area</p> <p>Dinosaurs and dinosaur fossils/plaster of Paris</p>	<p>Rhyming matching cards</p> <p>Talking tins/voice recorders</p> <p>Puppets (traditional tale props)</p> <p>Prop-making station</p> <p>Green beans planting, non-fiction books/instructions/gardening tools</p> <p>Farm and fantasy small world</p> <p>Mud kitchen potion recipes</p>	<p>Junk model houses (GFOL)</p> <p>Coloured card and further collage-making materials</p> <p>Regal enhancements</p> <p>London Landmarks</p>	<p>Treasure maps</p> <p>Historic artefacts/photos</p> <p>Sea creatures small world</p> <p>Plastic pollution tuff spot</p> <p>Climate change/food chain resources e.g., paper chains</p> <p>Landscape resources (fabrics)</p> <p>Clay/collage</p> <p>Posters (environment)</p>
<p>Literacy</p> <ul style="list-style-type: none"> Writing (outside of phonics- link back to Writing objectives above) 	<p>Descriptive language and oral sentence building</p> <p>Vocab building</p> <p>Compose sentences orally before writing.</p> <p>Accurate use of capital letters, finger spaces and full stops.</p> <p>Use the conjunction 'and'</p>	<p>Descriptive language and oral sentence building</p> <p>Vocab building</p> <p>'Brave' and paired writing.</p> <p>To write and sequence effective sentences using emotive language (to create a short narrative).</p> <p>To use the subordinating conjunction 'but'</p> <p>To use an exclamation mark</p>	<p>Descriptive language and oral sentence building</p> <p>Vocab building</p> <p>'Brave' and paired writing.</p> <p>Writing for a purpose</p> <p>To use the personal pronoun 'I' as a capital.</p> <p>To notice and explore technical features of a non-fiction text</p>	<p>To re-tell a traditional tale and a tale twist.</p> <p>To re-enact a story (inc. illustrations and a story map)</p> <p>Create story maps in pairs.</p> <p>Brave writing (independent)- simple words and sentences</p> <p>To explore rhyme</p> <p>To explore rhyme</p>	<p>To explore emotive language and poetry, using ambitious language and have a go at recording this</p> <p>To write simple sentences, including an adjective</p> <p>To use capital letters and full stops</p> <p>To explore poetry</p> <p>To understand the terminology of 'singular'</p>	<p>To use books and online technology to source information</p> <p>To write in a non-fiction style (facts)</p> <p>To explore positive and negative themes/ideas</p> <p>To write a question (effective, punctuated simple sentences)</p> <p>To use books and online technology to source information</p>

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			<p>To write effective sentences for a purpose, proof-reading to sense-check and improve</p> <p>To use a question mark</p>	<p>To explore traditional tales, re-telling and re-imagining them in order to write in a similar style.</p> <p>To sequence sentences to form a short, imaginative narrative</p> <p>To read aloud their writing to others</p>	<p>and 'plural', knowing whether to add 's' or 'es'.</p> <p>To explore onomatopoeia and focus of verbs and adverbs</p> <p>To write for persuasion</p> <p>To proof-read and 'assess' others' writing</p>	<p>To use suffixes accurately, including 'ed'.</p> <p>To write emotive sentences, including questions, thoughts and exclamations.</p> <p>To use the prefix 'un'.</p>
	Possible enhancements for writing (provision)					
	<p>Writing feelings and post in feelings box.</p> <p>Writing notes home to family.</p> <p>Oral storytelling scribed by the teacher.</p> <p>Writing with nature and in nature</p> <p>Owl thought and speech bubbles</p> <p>Story map writing</p> <p>Unfinished story map completion</p> <p>How to, instruction writing</p>	<p>Adventure stories- Making maps (tea-staining etc)</p> <p>Setting descriptions</p> <p>Small world captions and labels</p> <p>Writing questions/ cards/ notes/ messages to characters (card-making resources)</p> <p>Diagrams and character descriptions</p> <p>Speech/thought bubbles.</p> <p>Christmas wishes on speech bubbles</p> <p>Christmas lists and catalogue images</p> <p>Letters to Santa and to lonely people/somebody</p>	<p>Dinosaur descriptions</p> <p>Invention/adventure writing</p> <p>When I grow up writing frames/captions (photos/clips)</p> <p>People who care for us poster</p> <p>iPad writing to make slideshow of important people eg scientists and what they discovered</p> <p>Stick writing</p> <p>Positivity messages</p> <p>Post-it notes</p> <p>Habitat/animal labels and captions</p>	<p>Story board templates</p> <p>Writing gardening/planting instructions</p> <p>Character descriptions</p> <p>Innovating story to change 1 thing</p> <p>Writing scripts for own play/re-telling role play</p> <p>Writing questions to the characters e.g., to the Giant</p> <p>Write rhyming words (including nonsense)</p> <p>Bean/seed letter formation/word-building</p>	<p>Powder paint writing</p> <p>Post-it notes and images/clips for adjectives etc</p> <p>Captions for artwork</p> <p>Sentence building game and writing rhyming words (nonsense included)</p> <p>Animal descriptions (Guess Who style)</p> <p>Old fashioned quill and ink</p>	<p>Driftwood writing</p> <p>Instructions to make...</p> <p>Photos from home with captions of what they can see</p> <p>Pebble writing</p> <p>Posters (climate change)</p> <p>Captions for their DT</p> <p>Who, What, Where, When, Why collaborative game</p>

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	Fears writing with images	you miss at Christmas time Christmas stories				
Maths <ul style="list-style-type: none"> Number Numerical Pattern Shape and Space 	Number: Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Shape and Space: Use general language to describe measurements e.g. size, weight and capacity Create, describe and recognise patterns in various forms Explore everyday objects and shapes and use shape names and mathematical language to describe them					
	-Matching and sorting -Comparing and composition of numbers 1-3 -One-to-one principle -Positional language -Number: Place Value (within 10) -Number: Addition and Subtraction (within 10)	-Representing numbers 1-5 -Identifying one more and one less (within 5: beginning of number bonds to 5) -Subitising -Patterns -Number: Addition and Subtraction (within 10) -Geometry: Shape -Number: Place Value (within 20)	-Introducing 0 -Composition and -Comparing 4-8 -Making pairs -Combining 2 groups (number bonds to 5) -Subitising -Shape -Number: Addition and Subtraction (within 20) -Number: Place Value (within 50)	-Composition and comparison of numbers to 10 -Number bonds to 10 -Measure (size: length and height) -Shape -Measurement: Length and Height Weight and Volume	-Building numbers beyond 10 (teen numbers) -Number/counting patterns beyond 10 -Addition and Subtraction (adding on) -Doubling -Measure (capacity & volume) -Number: Multiplication and Division -Number: Fractions -Geometry: Position and Direction	-Halving, doubling, sharing & grouping -Even and Odd numbers -Money & time -Spatial reasoning Number: Place Value (within 100) Measurement: Money and Time
Possible Enhancements (aside from specific mathematics manipulatives/resources):						

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	Wellies/socks Snap/pairs cards and games Beads/pompoms/buttons for shape/size/colour sorting Natural materials (eg. stones/sticks) Teddies for positional language Sweets Playdough	Sweets/loose parts Playing cards Googly eyes/junk modelling Pipe cleaners Jewellery Pasta Fruit/foods Cocktail sticks	Wellies/socks Snap/pairs cards and games Pegs + line/hook Gingerbread men/decorations Loose parts (pipe cleaners, beads, pasta, pompoms) Paint	Egg boxes Loose parts Shoes (objects to be units of measurement) Everyday objects for 3D shapes (ball, pringles tube etc) Paint Playdough	Sweets/loose parts Ladybird print outs/butterflies Aliens Containers	Tea party resources/food Aliens and tissue paper/hole punch circles Puzzles
Understanding the World <ul style="list-style-type: none"> Past and Present People, Culture and Communities The Natural World. History Geography RE Science	Past and Present: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling People, Culture and Communities: <ul style="list-style-type: none"> Understand their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Talk about members of their family and their jobs. Talk about	Forage- Look at seasonal growth (what grows in autumn? What is edible?), then into freezing and	Explore the past through artefacts, story-telling and acting (video clips): focussing upon Mary Anning- the fossil hunter.	Explore various maps including a world map Explore and compare contrasting place in Africa	Comment on images of familiar situations in the past.- explore the event of The Great Fire of London.	Explore the geographical features of the world around them, starting with immediate school

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	<p>jobs in the community.</p> <p>Explore and order own photos of self from birth to now to look at changes over time.</p> <p>Explore photographs of, and things from, their families in the past and compare with their own (e.g. cars, clothes, toys, food)- inc. rec.</p> <p>RE: Who is God and why is this word important to Christians? What other Gods exist in other faiths?</p>	<p>melting/defrosting (pumpkin soup making).</p> <p>Simple map-making of a route around school: our school environment during Autumn</p> <p>Weather and Seasonal changes</p> <p>Explore changes in the weather across the year in their own environment, particularly looking at Autumn and Winter- inc. rec.</p> <p>Record temperature and rainfall (using hand-made rain gauges) – inc. rec</p> <p>Use a globe and torch to explore and explain why daylength changes and look at the link to seasons.</p> <p>RE: Who is Jesus? Nativity story.</p> <p>RE: Why do Christians celebrate Christmas?</p>	<p>Excavate a fossil and ponder over what it is, where it came from...</p> <p>Compare events in the past with life today.</p> <p>Explore famous women in history and how they have discovered/invented things which helped shape the way we live today. Focus on Mary Anning and Marie Curie (inc. rec voluntarily)</p> <p>What is the best material for a...?</p> <p>RE: Belonging (Who am I, what makes me special?)- inc. Y1</p> <p>RE: Do I belong to a faith? What makes us unique?</p>	<p>with our local environment (communities, people and nature)- How is life different in Africa?</p> <p>Explore the structure and lifecycle of a plant and see that a tree is also a plant. Identify and name a range- inc. rec.</p> <p>Plant seeds and predict/observe changes that take place and sketch/record these- inc. rec.</p> <p>Explore and compare different continents and look closely at the equator and temperature change. What differences does the temperature make? (animals, transport, geographical features, plant growth, lifestyle)- inc. rec</p> <p>RE: Special times (Easter)</p> <p>RE: Why do Christians celebrate Easter (Salvation story)? Compare Easter to another celebration in a different faith.</p>	<p>Compare and contrast aspects of life then and now.</p> <p>Re-tell events in the past tense.</p> <p>Learn about the Great Fire of London- What caused it (story from the past)? What changes did it make to London as a city? – inc. Rec.</p> <p>Explore animal structures and diets and classify based on features- inc. rec.</p> <p>RE: Special stories (multi-cultural).Inc. Y1- focus on Islam and Islamic customs</p>	<p>environment and widening to county.</p> <p>Devise simple maps of wider areas around them, and that are areas important to them (coast and country)</p> <p>Observe and record info about the features and wildlife around them</p> <p>Know which body parts are responsible. Become familiar with, and label, the human body- inc. rec for senses.</p> <p>Devise more detailed maps of our local area, creating and labelling an accurate, 3D landscape model. Decide whether a feature is human or physical, using geographical language to explain thinking.</p> <p>RE: Judaism: Who is Jewish and how do they live? – inc. Y1</p>
Enquiry Skills (working scientifically)	<u>Observe</u>	<u>Observe and measure</u>	<u>Ask Questions</u>	<u>Set up enquiry</u> Perform simple tests.	<u>Interpret and Report</u>	<u>Identify and Classify</u>

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	Use their observations and ideas to suggest answers to questions.	Observe closely, using simple equipment.	Ask simple Qs and recognise that they can be answered in different ways	Record Gather and record data to help in answering questions.	Identify and classify. Use appropriate scientific language to communicate ideas.	Draw upon information to make comparisons and reach conclusions
Science and Working Scientifically	Seasonal Changes Observing closely, using simple equipment Asking simple questions Performing simple tests	Everyday Materials Identifying and Classifying Performing simple tests and using observations and ideas to answer questions Asking simple questions and recognising they can be answered in different ways	Plants Observing closely, using simple equipment Identifying and Classifying	Animals inc. Humans Performing simple tests and observing closely Identifying and Classifying Gathering and recording data to help in answering questions		
Technology Computing	To engage with age-appropriate software. Recognise common uses of information technology beyond school Use technology safely and respectfully and identify who to turn to for help	To explore the use of technology as a means of capturing images. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	To produce our own videos. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	To use technology as a research tool- inc. Y1	To create simple digital content (inserting and manipulating images on Word). Create and debug simple programs	To explore simple programming. Use logical reasoning to predict the behaviour of simple programs

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	<p>Torches for dark reading den.</p> <p>IWB and iPads (inc. QR codes for audiobooks).</p> <p>E-safety</p>	<p>Use of iPad as a camera.</p> <p>Introduce Chatterpix app.</p> <p>Draw over photos using app and finger (iPad)- inc. Y1</p> <p>Create digital artwork (IWB)</p> <p>Open and save a word/PP doc. Find saved doc and create simple friendship poster.</p>	<p>Using the iPads and other recordable devices to tell and/or act out a fantasy story (own or known).</p> <p>Video record giving instructions to somebody and them following these. Remember to follow exact instructions/be very clear and precise-practical/physical programming.</p>	<p>Using iPads and laptops for research.</p> <p>Finding google and searching key words.</p> <p>E-safety</p>	<p>Word document and Google</p> <p>BeeBots and Turtle</p>	<p>Turtle (J2E)</p> <p>BeeBots</p> <p>BeeBots and Turtle</p>
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Creating with Materials Being Imaginative and Expressive <p>Art and Design</p> <p>Design and Technology</p>	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
	<p>Develop storylines and narrate their play.</p> <p>Begin using voice and body to sing nursery rhymes and songs</p> <p>Experiment with various tools and materials and</p>	<p>Perform songs with others</p> <p>To refine my cutting and joining skills, using scissors efficiently and choosing effective joining materials (joins board)</p> <p>Explore levers and sliders to make a moving card.</p>	<p>To continue experimenting with materials, focussing on designing and joining (junk-model boats).</p> <p>To explore new techniques and tools, focussing on developing function (sinking and floating, how can I adapt my model?).</p>	<p>Exploring new printing techniques and focussing on developing pattern and line: mono-printing</p> <p>To use materials creatively to explore form, shape and pattern techniques through sculpture</p>	<p>Perform dances which move in time with music.</p> <p>Watch and talk about others' dance and performances, expressing their feelings and responses.</p> <p>Collage and mixed-media techniques, creating landscapes and TGFOL depictions using collage.</p>	<p>Develop use of design prior to the making process to refine ideas and techniques.</p> <p>Select ingredients and use a range of tools safely.</p> <p>To share creations with others, discussing the making process and the outcome using language</p>

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	<p>focus on developing colour.</p> <p>To creatively explore drawing, painting and collage techniques to develop colour, line and texture techniques</p> <p>To explore the techniques from, and make links to, artists work</p>	<p>Re-count and adapt well-known stories and re-enact with peers, using a range of props and materials (3 little pigs and 3 Billy Goats Gruff).</p> <p>Design-Make-Evaluate-Technical Knowledge stage objectives</p> <p>To creatively explore drawing, painting and collage techniques to develop colour, line and space techniques</p>	<p>Making a nature shaker.</p> <p>Using xylophones to match mood of Little Penguin story.</p> <p>Design-Make-Evaluate-Technical Knowledge stage objectives</p>	<p>To refine my drawing skills using abstract materials</p>	<p>To explore the techniques from, and make links to, artists work, using mixed-media techniques to creatively investigate texture, painting and collage</p>	<p>of the elements and identifying techniques</p> <p>Design-Make-Evaluate-Technical Knowledge stage objectives</p> <p>To use my artistic knowledge to refine my DT project</p>
	Possible Enhancements/lines of exploration:					
	<p>Art- Basic mark-making, experimenting with various tools</p> <p>Naming and using primary colours to explore colour-mixing</p> <p>Portraits- (drawing/painting/ collage)</p> <p>Artists: Vertumne Arcimboldo (great/past) and David Booth (present)</p>	<p>DT- Moving Christmas card- design, make, use, evaluate (whole-school projects)</p> <p>- Inc. Y1 (DT)</p> <p>DT: Explore the function of, and how to create, effective levers and sliders to make a moving Christmas card</p>	<p>DT- Invention of a boat based on literacy/science topic-</p> <p>Use effective materials, explore floating and sinking, waterproofing materials and effective joinery.</p> <p>inc. Y1</p>	<p>Art- Mono-printing</p> <p>Creating abstract mono-prints based on the lines and marks and patterns found in nature (plants and animals)- inc. Y1</p>	<p>Art- Create landscapes using collage techniques. Observe and replicate colours, lines, shapes, textures. inc. Y1</p> <p>Make mono-prints and create landscape collage with prints made</p> <p>Artist: Polly Castor</p>	<p>DT- Junk Modelling- sea creature wind chime/wall hanging- inc. Y1</p>

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	Landscapes (mixed-media, nature-based, abstract materials) -Bear Hunt story inspired Artists: Gregory Euclide, Helen Oxenbury – inc. rec					
D and T (joining)	Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader		Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic bands, sticky tack, a paper clip, a stapler		High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
All Y1 and R music	Use voices expressively and creatively (nursery rhymes) Body percussion IWB and nursery rhyme sheets	Explore untuned instruments, expressively and musically Chants Untuned instruments:: triangle, drums (bongo, bass, snare), cymbals, tambourine, maracas, agogos, castanets	Explore tuned instruments, expressively and musically Tuned instruments: boomwhackers, glockenspiel, chimes, guitars, flute, xylophone, timpani drums	Follow and identify steady beats and rhythms. Listen, with concentration, to a range of music and try to move in time with it.	Experiment with, create, select and combine sounds (work in pairs/in a group)	Create own instrument (craft) and explain how to use it to others.
Off Site Enrichment		Church Service? (Christmas)	Church service? (Easter)	Sports Trip Farm visit?	Wild Tribe trip (Lew Trenchard)	Beach Trip Sports Day
Internal Enrichment	Wild Tribe	Wild Tribe Decorations Day	Services visit e.g. fire, police			